Tracking and Supporting Graduate Student Progress

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Karen Butler-Purry, Associate Provost for Graduate and Professional Studies, Texas A&M University

Welcome!

- Agenda:
  - Overview of session & learning outcomes
  - Three example campus approaches
    - Cornell University – Barbara Knuth
    - Towson University – Janet DeLany
    - Texas A&M University – Karen Butler-Purry
  - Small-group self-reflection and discussion
    - Strengths, challenges, opportunities, and resources at your institution
    - Identify highest priority next step for tracking student success
  - Report out & discussion

Learning Outcomes

At the end of today's session, participants will be able to:

1. Describe general approaches for gathering and using data to help graduate students achieve successful outcomes.

2. Compare their own school's graduate student tracking efforts with at least one other school.

3. Identify at least one opportunity for improving the way their school gathers and uses student data.

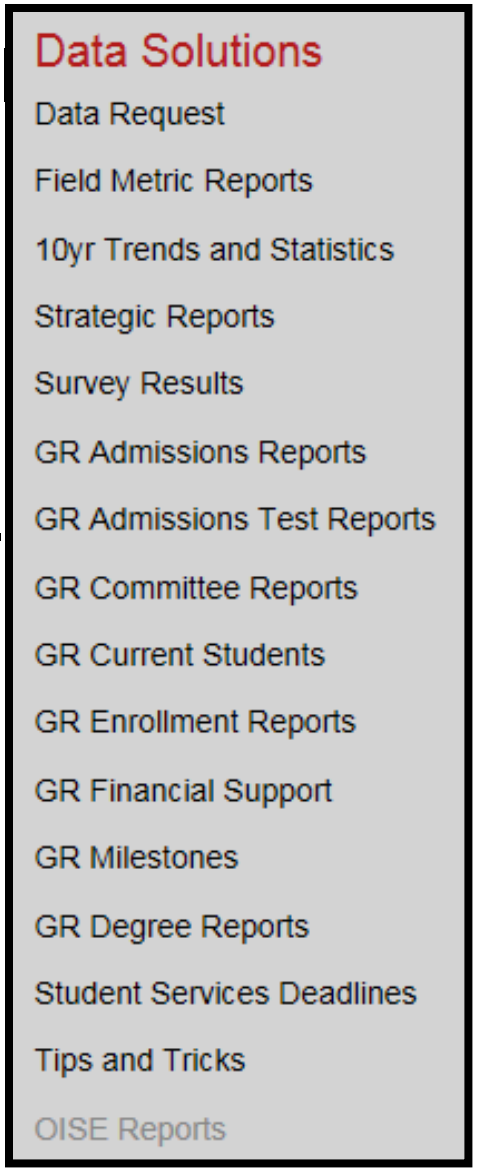
4. Defend the importance of being able to share data with departments and graduate programs to improve the way they support student progress.

Cornell University Approach

- Self-service data reports to graduate programs
- Periodic milestone reminders to graduate students
  - With clear, enforceable consequences
  - Also sent to graduate program
- Student annual progress reports

"Data Solutions" at Cornell University

- Self-service data reports available to a Graduate Field Assistants (staff) and faculty Directors of Graduate Studies.
- Develop new data reports based on frequency & topics of special requests.
- Context:
  - 5200 Graduate School students
    - 3200 PhD
    - 300 Research Master's
    - 1700 professional master's



Applications, Admits, Matrics, with Demographics

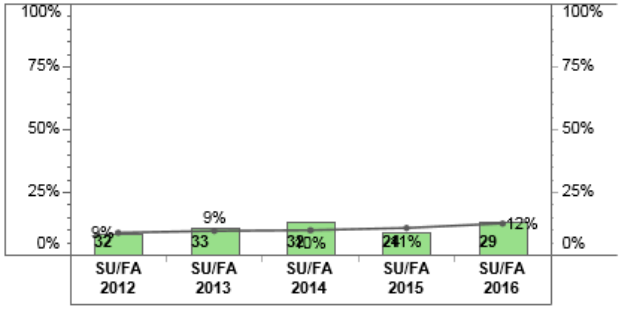
Graduate Field Selectivity and Yield Over 5 Year Trend

	English Language and Literature							Humanities
	SU/FA 2012	SU/FA 2013	SU/FA 2014	SU/FA 2015	SU/FA 2016	5 Year Average	5 Year % Change	Discipline 5 Year % Change
Applied	377	313	240	262	219	282	-41.9%	-24.1%
Admitted	32	33	32	24	29	30	-9.4%	8.0%
Matric	10	11	13	9	16	12	60.0%	8.7%

Graduate Field: English Language and Literature

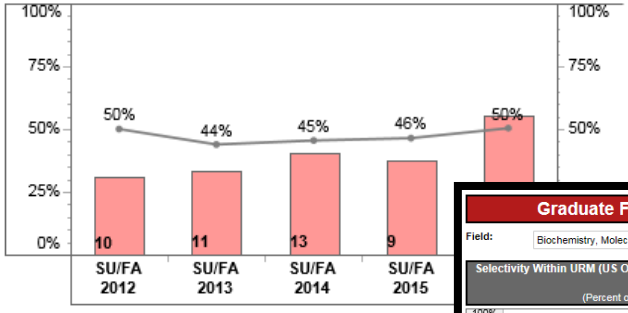
Degree Type: Doctoral

Overall Selectivity for English Language and Literature
(Percent of Acceptable to be Admitted)



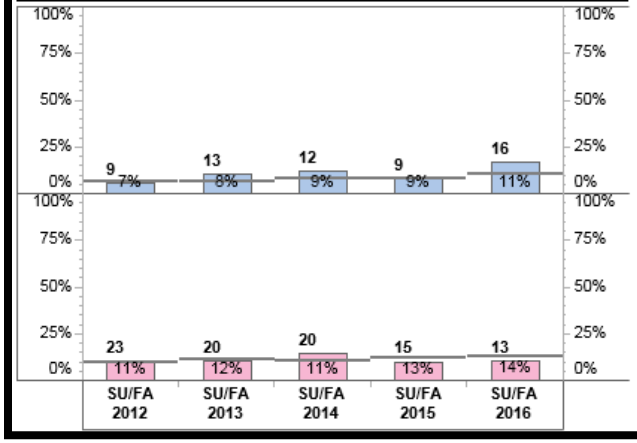
Discipline Selectivity Percentage | Field Selectivity Percentage

Overall Yield for English Language and Literature
(Percentage of Admitted Who Matric)

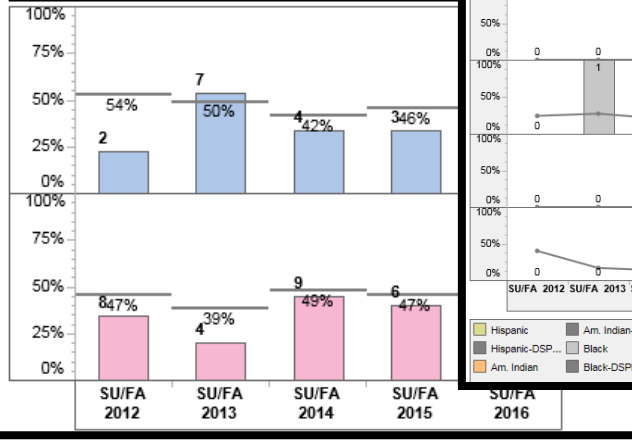


Discipline Yield Percentage | Field Yield Percentag

Selectivity Within Gender for English Language and Literature



Yield Within Gender for English Language an

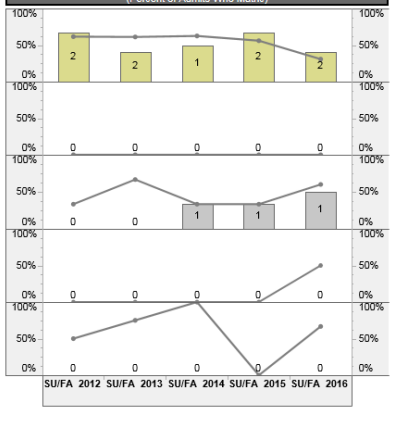


Graduate Field Selectivity and Yield by Race/Ethnicity

Field: Biochemistry, Molecular & Cell Biology Degree: Doctoral

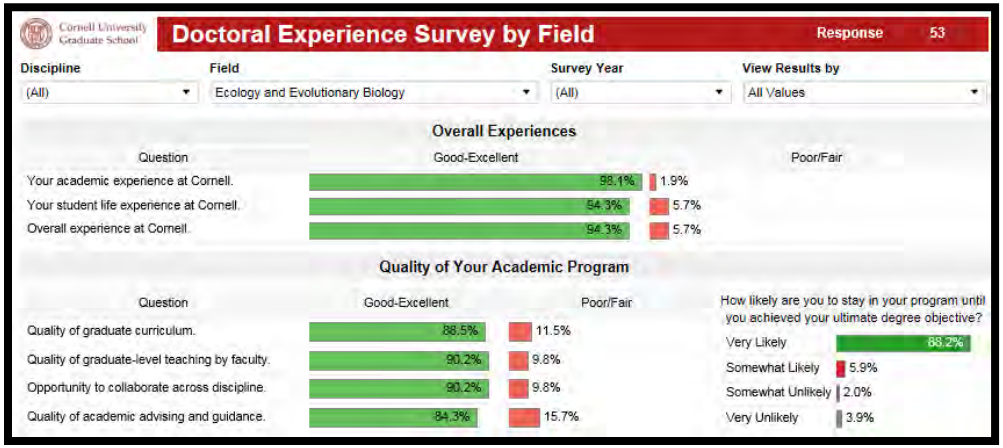
Selectivity Within URM (US Only) for Biochemistry, Molecular & Cell Biology
(Percent of Applicants Admitted)

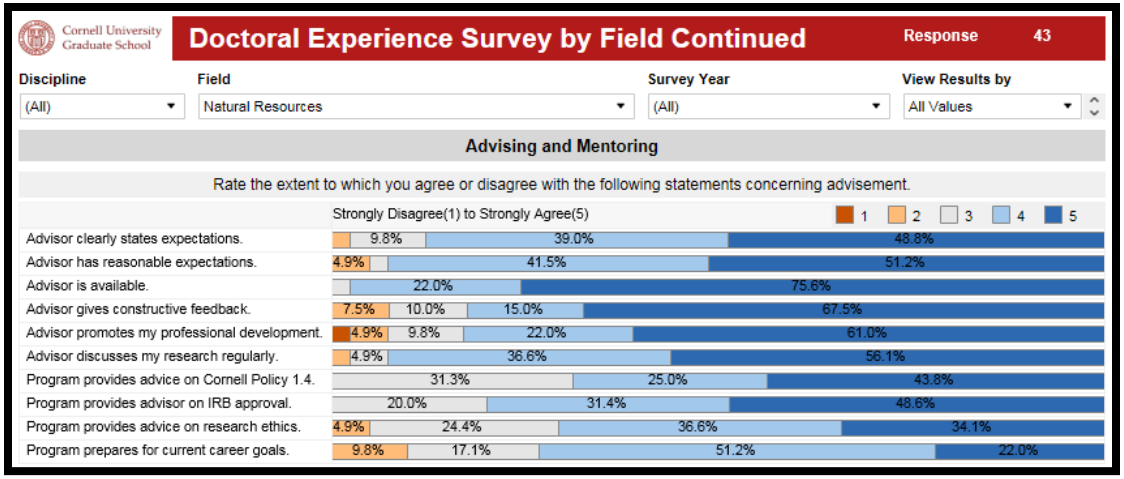
Yield Within URMs (US Only) for Biochemistry, Molecular & Cell Biology
(Percent of Admits Who Matric)



Student Experience Surveys

- Admitted Not Attending
- New Student
- Doctoral Experience
- Exit
- PhD Alumni Career Outcomes
- All with closed-end and narrative items

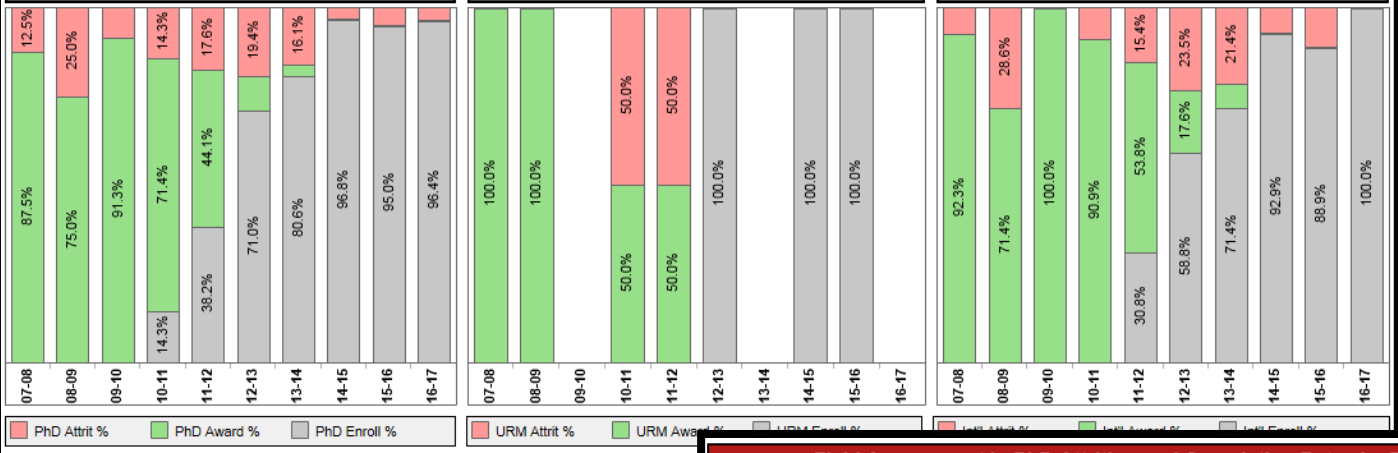




PhD Completion, Attrition, Time to Degree

Field PhD Outcomes and Median Time-to-Degree by Cohorts

Field: Physics | Gender: (All) | Ethnicity: (All)



Overall Median Time-to-Degree for Physics in Doctora

	07-08	08-09	09-10	10-11
Doctoral Count	32	20	23	28
Doctoral TTD	5.99	5.97	5.99	6.21
Master's Count	30	16	23	23
Master's TTD	3.56	3.67	3.42	3.42

Field Assessment in PhD Attrition and Completion Rates by Percent or Count

Field: Physics | Gender: (All) | Ethnicity: (All) | Comp / Att: by Number

All Doctoral Attrition for Physics

	Cohort Count	1 Year Attrit	2 Year Attrit	3 Year Attrit	4 Year Attrit	5 Year Attrit	6 Year Attrit	6 + Attrit
07-08	32	0.0	1.0	0.0	0.0	1.0	0.0	2.0
08-09	20	0.0	0.0	0.0	1.0	0.0	1.0	3.0
09-10	23	0.0	0.0	1.0	0.0	0.0	1.0	0.0
10-11	28	0.0	1.0	2.0	0.0	1.0	0.0	0.0
11-12	34	1.0	0.0	1.0	1.0	1.0	2.0	0.0
12-13	31	0.0	0.0	2.0	3.0	1.0	0.0	
13-14	31	1.0	1.0	1.0	2.0	0.0		
14-15	31	0.0	1.0	0.0	0.0			
15-16	20	0.0	1.0	0.0				
16-17	28	1.0	0.0					

All Doctoral Completion for Physics

	Cohort Count	1-3 Yr Comp	4 Year Comp	5 Year Comp	6 Year Comp	7 Year Comp	8 Year Comp	8 + Comp
07-08	32	0.0	0.0	1.0	15.0	10.0	1.0	1.0
08-09	20	0.0	0.0	0.0	8.0	4.0	1.0	2.0
09-10	23	0.0	0.0	4.0	8.0	6.0	3.0	0.0
10-11	28	0.0	0.0	6.0	4.0	9.0	1.0	
11-12	34	0.0	1.0	4.0	8.0	2.0		
12-13	31	0.0	0.0	0.0	3.0			
13-14	31	1.0	0.0	0.0				
14-15	31	0.0	0.0					
15-16	20	0.0						
16-17	28	0.0						

Totals

	PhD Attrit %	PhD Award %	PhD Enroll %
07-08	12.5%	87.5%	0.0%
08-09	25.0%	75.0%	0.0%
09-10	8.7%	91.3%	0.0%
10-11	14.3%	71.4%	14.3%
11-12	17.6%	44.1%	38.2%
12-13	19.4%	9.7%	71.0%
13-14	16.1%	3.2%	80.6%
14-15	3.2%	0.0%	96.8%
15-16	5.0%	0.0%	95.0%
16-17	3.6%	0.0%	96.4%

URM Doctoral Attrition for Physics

	URM Count	1 Year Attrit	2 Year Attrit	3 Year Attrit	4 Year Attrit	5 Year Attrit	6 Year Attrit	6 + Attrit
07-08	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
08-09	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
09-10	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
10-11	2	0.0	0.0	1.0	0.0	0.0	0.0	0.0
11-12	2	0.0	0.0	0.0	0.0	0.0	1.0	0.0
12-13	1	0.0	0.0	0.0	0.0	0.0	0.0	
13-14	0	0.0	0.0	0.0	0.0	0.0		
14-15	1	0.0	0.0	0.0	0.0			
15-16	1	0.0	0.0	0.0				
16-17	0	0.0	0.0					

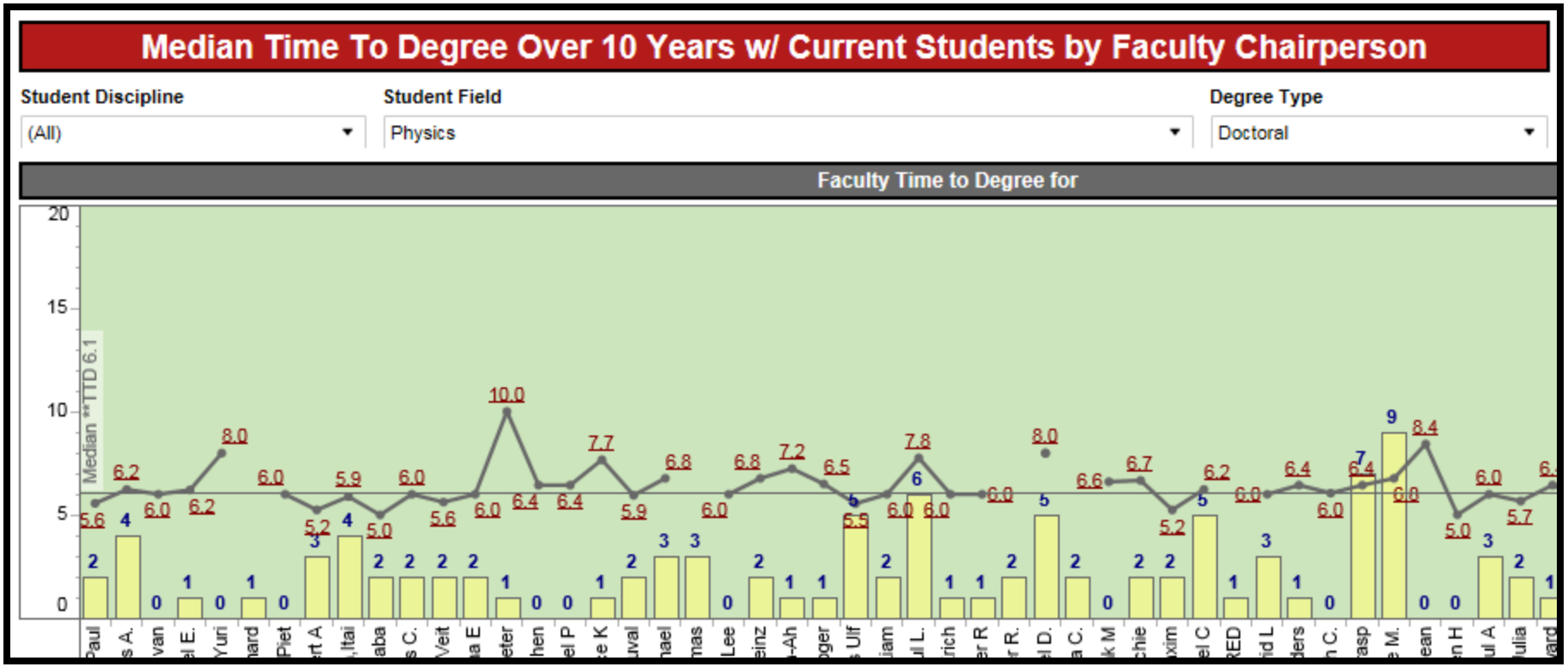
URM Doctoral Completion for Physics

	URM Count	1-3 Yr Comp	4 Year Comp	5 Year Comp	6 Year Comp	7 Year Comp	8 Year Comp	8 + Comp
07-08	1	0.0	0.0	0.0	1.0	0.0	0.0	0.0
08-09	1	0.0	0.0	0.0	1.0	0.0	0.0	0.0
09-10	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
10-11	2	0.0	0.0	0.0	0.0	1.0	0.0	
11-12	2	0.0	0.0	0.0	1.0	0.0		
12-13	1	0.0	0.0	0.0	0.0			
13-14	0	0.0	0.0	0.0				
14-15	1	0.0	0.0					
15-16	1	0.0						
16-17	0	0.0						

URM Totals

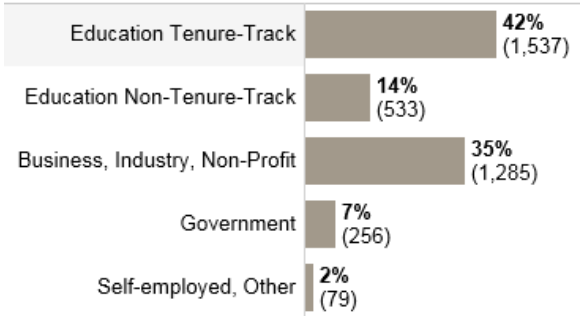
	URM Attrit %	URM Award %	URM Enroll %
07-08	0.0%	100.0%	0.0%
08-09	0.0%	100.0%	0.0%
09-10	0.0%	0.0%	0.0%
10-11	50.0%	50.0%	0.0%
11-12	50.0%	50.0%	0.0%
12-13	0.0%	0.0%	100.0%
13-14	0.0%	0.0%	0.0%
14-15	0.0%	0.0%	100.0%
15-16	0.0%	0.0%	100.0%
16-17	0.0%	0.0%	0.0%

PhD Time-to-Degree by Faculty

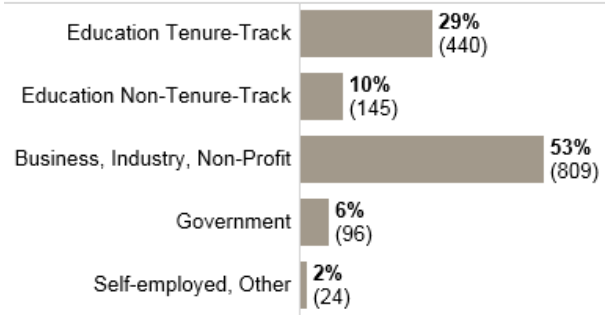


Employment Sectors, 2-10 Years Post-Graduation (survey & online grouped)

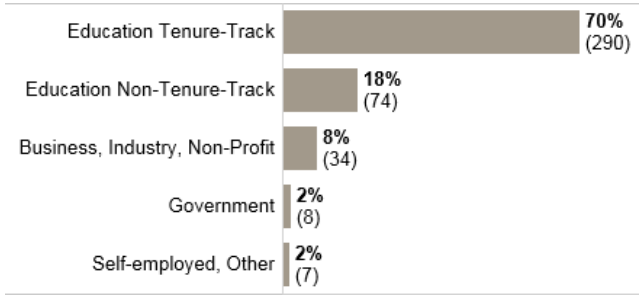
- Cornell, all disciplines:



- Physical Sciences & Engineering



- Arts & Humanities:



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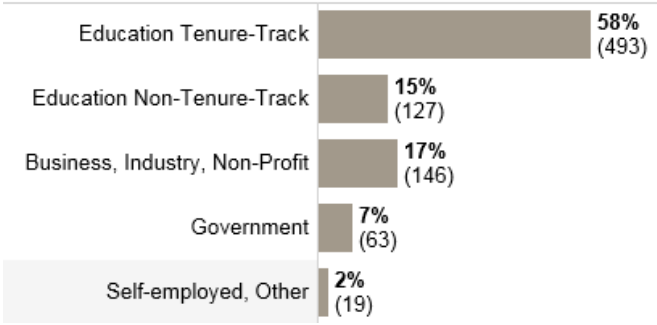

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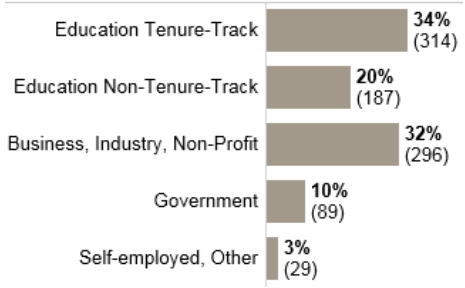
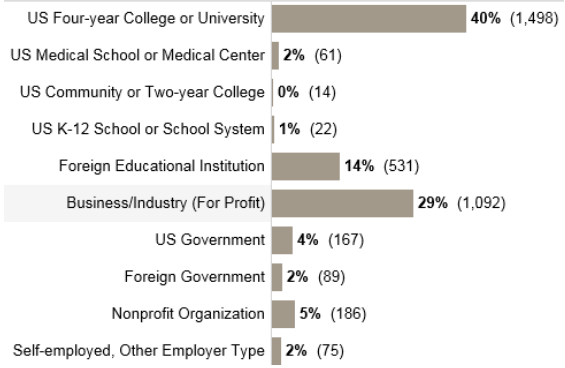


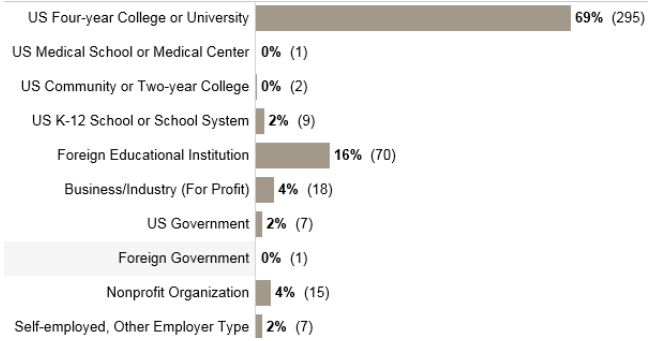
- Summary: For those employed as other than post-doc:
  - Education is largest sector for A&H, LS, SS; business/industry for PS&E.
    - Tenure-Track is prominent in A&H and SS.
    - Non-TT is somewhat prominent in A&H, LS, and SS.
  - Business/industry important for LS and PS&E.

Employer Types, 2-10 Years Post-Graduation (survey & online grouped)

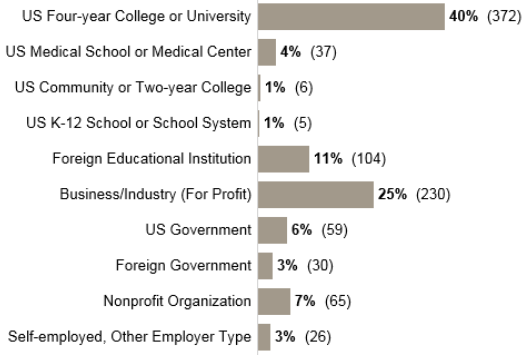
- Cornell, all disciplines:



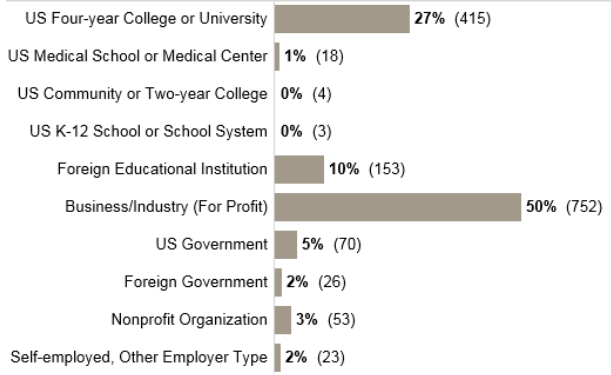
- Arts & Humanities:



- Life Sciences:



- Physical Sciences & Engineering



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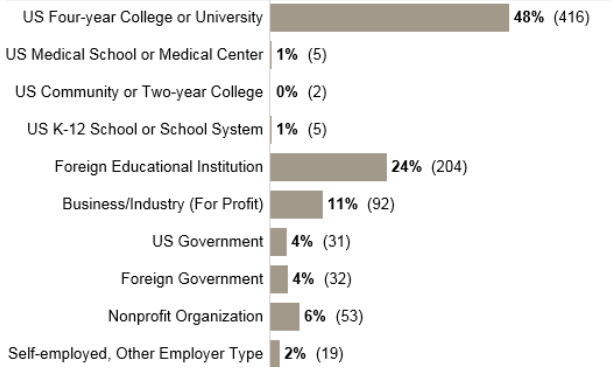
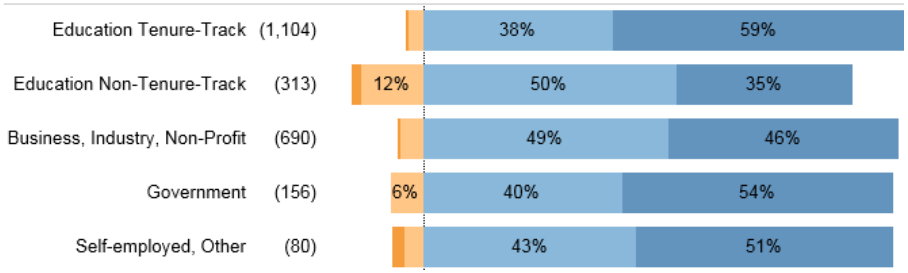


Summary: Employer types …

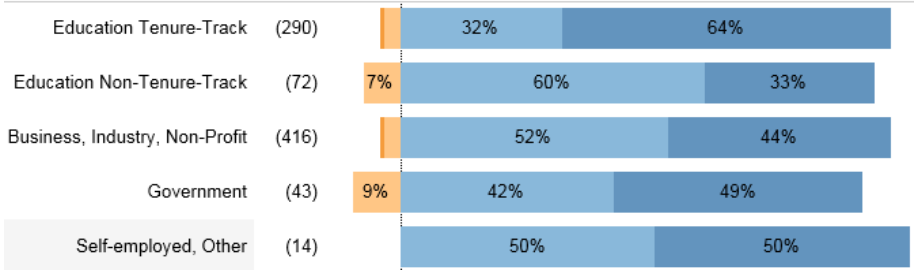
- Within Education, tend to be US Four-year or Foreign.
  - Very few community or two-year colleges, K-12.
- Government fairly low overall.
- LS most diverse with slightly more in government, non-profit than other disciplines.
- PS&E highest for Business/industry.

Satisfaction With Current Position, by Employment Sector (survey data)

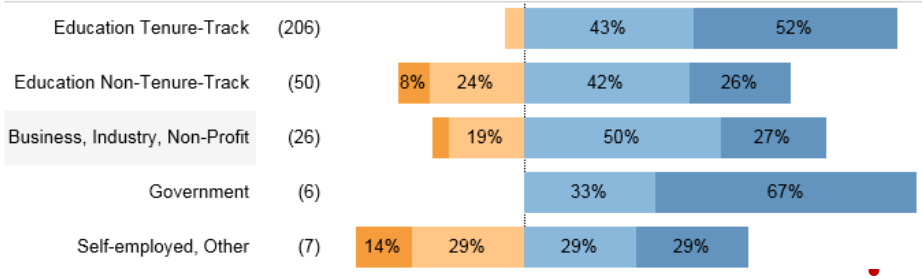
- Cornell, all disciplines:



- Physical Sciences & Engineering



- Arts & Humanities:



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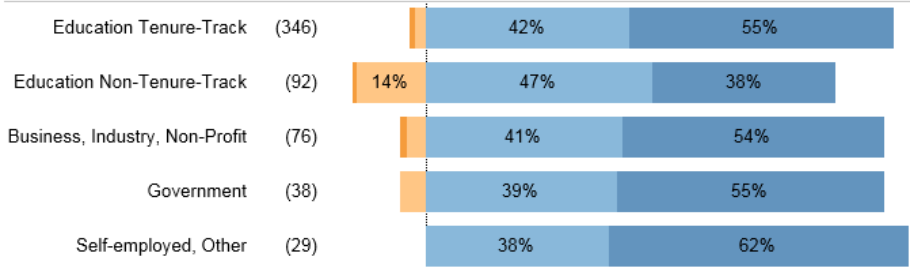
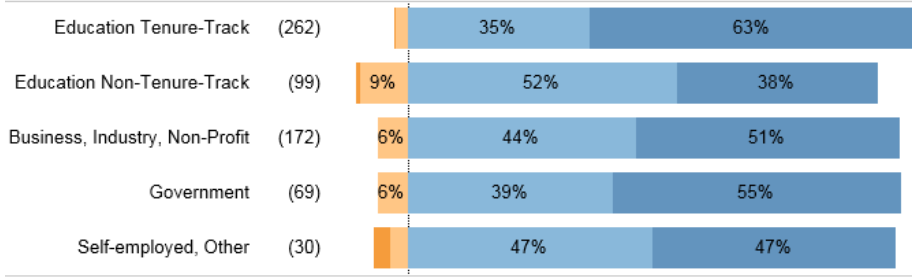
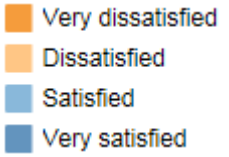


- Life Sciences:



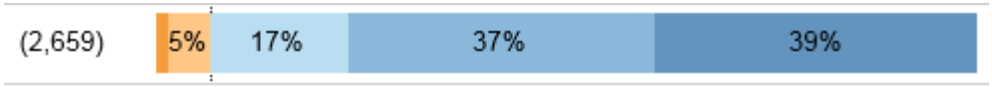
- Summary:
  - Education TT consistently satisfied with current position across disciplines.
  - All Disciplines with more satisfaction than dissatisfaction for all Sectors.
  - A&H with more dissatisfaction for Sectors other than Education TT and Government than for other disciplines.



How Well Did Your CU PhD Degree Prepare You for Your Current Career?

(survey data, 2-20-years post-graduation)

- Cornell, all disciplines:



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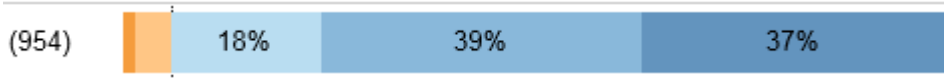

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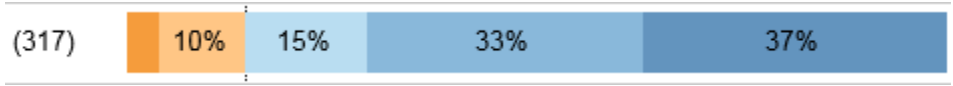

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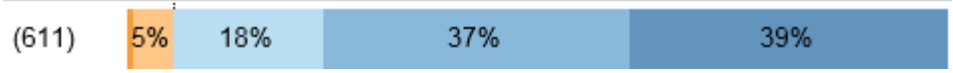

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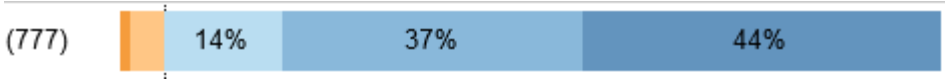
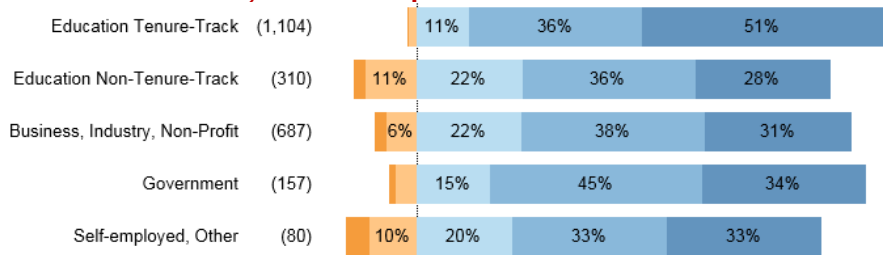


- Summary:
  - Fairly similar across years post-graduation (not shown here).
  - Overall, prepared well to extremely well.
  - A&H with more fair/poor preparation than other disciplines.

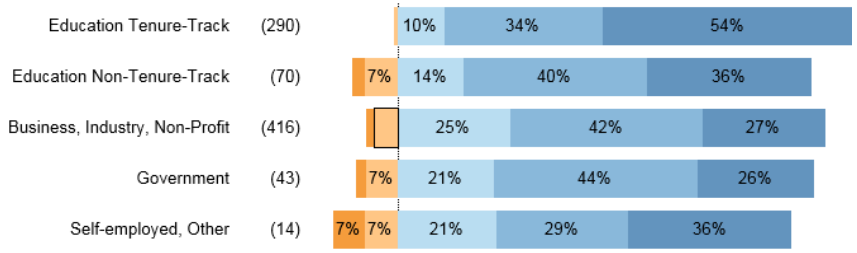
How Well Did Your CU PhD Degree Prepare You for Your Current Career?

(survey data, 2-20-years post-graduation, by Employment Sector)

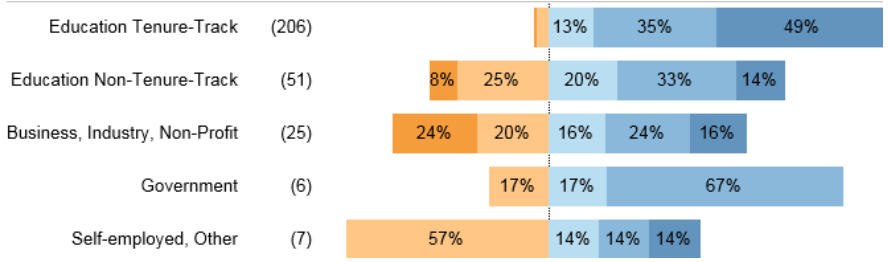
- Cornell, all disciplines:



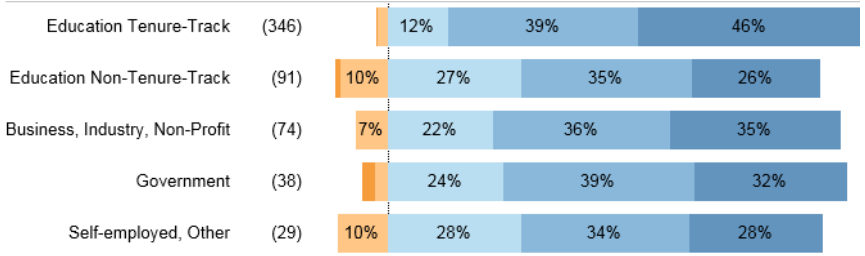
- Physical Sciences & Engineering



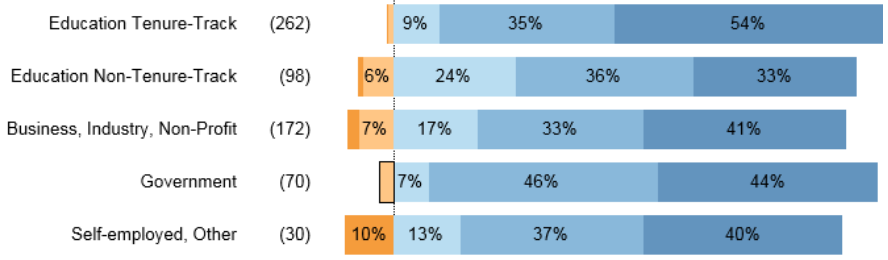
- Arts & Humanities:



- Social Sciences:



- Life Sciences:



- Summary:
  - Across disciplines, most Education TT prepared well to extremely well.
  - Self-employed and Non-TT tend to have higher levels of fair or poorly prepared than other sectors.
  - A&H have low numbers in Self-employed, Business/industry, and Education Non-TT, but these tend to have higher levels of fair or poorly prepared.

Data Solutions Report Examples

- Committee members with current graduate students
- Graduate students with current committee members

- Student View: bio/demo, program plan, program actions, milestones

- Enrollments and Leaves

- Financial Support: by student, degree type, aid year, disbursement term, financial aid type, aid source, tuition, stipend, health insurance

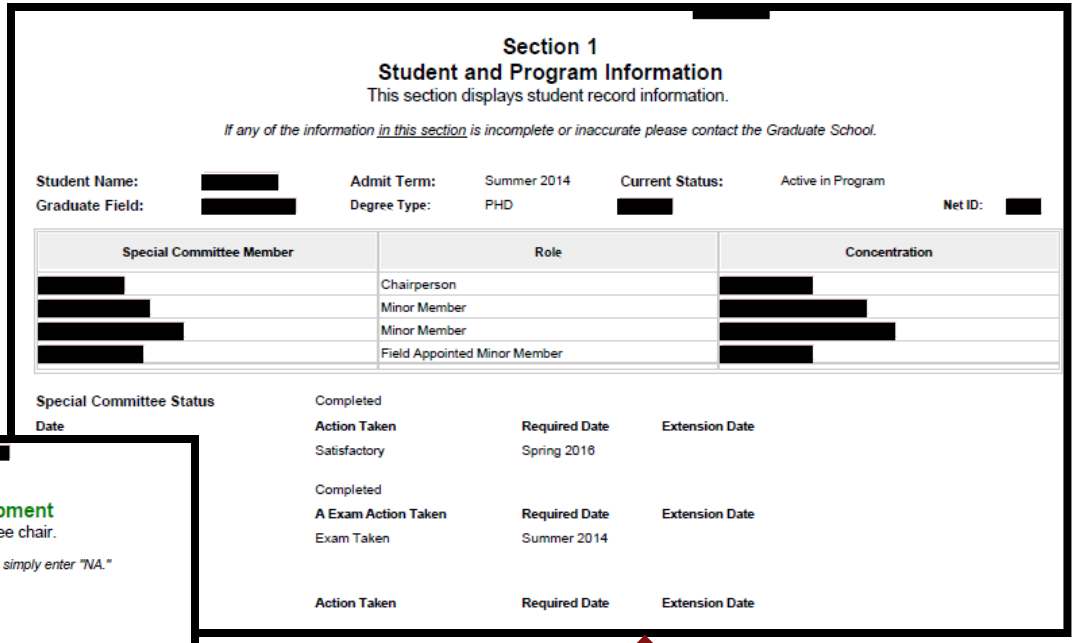
- Milestones: Responsible Conduct of Research training, registered semesters, candidacy exam, final exam

- Degrees Awarded

- Petitions Dashboard

Annual Student Progress Report: Accomplishments

- Detailed report required of all PhD students 2nd year and beyond.
- Short form required of all 1st year PhD students, Master's students



Section 1
Student and Program Information
This section displays student record information.

If any of the information in this section is incomplete or inaccurate please contact the Graduate School.

Student Name: [redacted] **Admit Term:** Summer 2014 **Current Status:** Active in Program
Graduate Field: [redacted] **Degree Type:** PHD [redacted] **Net ID:** [redacted]

Special Committee Member	Role	Concentration
[redacted]	Chairperson	[redacted]
[redacted]	Minor Member	[redacted]
[redacted]	Minor Member	[redacted]
[redacted]	Field Appointed Minor Member	[redacted]

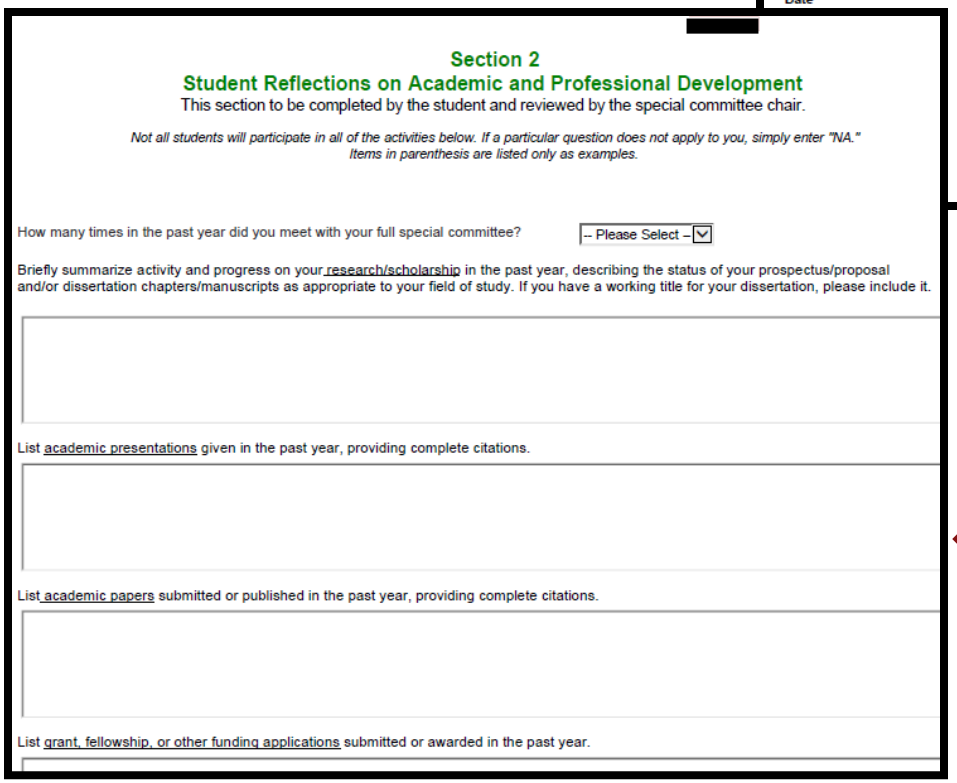
Special Committee Status Completed
Date

Action Taken	Required Date	Extension Date
Satisfactory	Spring 2016	

Completed

A Exam Action Taken	Required Date	Extension Date
Exam Taken	Summer 2014	

Action Taken	Required Date	Extension Date



Section 2
Student Reflections on Academic and Professional Development
This section to be completed by the student and reviewed by the special committee chair.

Not all students will participate in all of the activities below. If a particular question does not apply to you, simply enter "NA." Items in parenthesis are listed only as examples.

How many times in the past year did you meet with your full special committee? -- Please Select --

Briefly summarize activity and progress on your research/scholarship in the past year, describing the status of your prospectus/proposal and/or dissertation chapters/manuscripts as appropriate to your field of study. If you have a working title for your dissertation, please include it.

List academic presentations given in the past year, providing complete citations.

List academic papers submitted or published in the past year, providing complete citations.

List grant, fellowship, or other funding applications submitted or awarded in the past year.

Required Milestones

Proposals/chapters, presentations, manuscripts, fellowships

Annual Student Progress Report: Plans & Summary

Section 3: To be completed by the student and reviewed by the special committee chair.

Academic planning

1. List coursework that you plan to complete in the coming year.
   [rich text box]
2. Briefly summarize your plans and goals for research/scholarship in the coming ye
   [rich text box]
3. If you have not completed the A exam, what is your anticipated term for doing so?
   [drop down choice: Spring 2017, Summer 2017 …for four years, and "later"]
4. If you are in or beyond your third year, what is your anticipated degree conferme
   month and year?
   [drop down choice: January 2017, May 2017 …for four years, and "later"]

Plans for coming year

Section 4: To be completed by the student and reviewed by the special committee chair.

Career planning and professional development

1. Briefly summarize your career-related goals and/or considerations. (e.g., type of activity: research/discovery/invention, teaching, management, analysis, writing; type of employer: business, education, entrepreneurship, government, non-profit, start-up; geographic priorities; family commitments; financial objectives; etc.)
   [rich text box]
2. Briefly summarize your goals and/or plans for professional development in the coming year. (e.g., alumni engagement, clinical experience, communication, conferences, internship, international experience, networking, performances, speaking, teaching, writing, workshops, etc.).
   [rich text box]

Upload current resume or curriculum vitae (this will replace any versions previously submitted).
[upload interface for pdf document]

Career goals

Section 6: To be completed by the special committee chair after reviewing the previous sections and discussing them with the student.

Overall progress and comments (completed by the special committee chair)

1. Student overall progress:
   [multiple choice]
   a. Excellent progress (more than satisfactory progress in more than one area)
   b. Satisfactory progress (making satisfactory progress over all).
   c. Concerns about progress (failing to make satisfactory progress in one or more areas but too soon for unsatisfactory designation).
   d. Unsatisfactory progress (failing to make satisfactory progress in one or more areas).
2. Comments regarding the student's overall progress:
   [rich text box]
3. Comments regarding the students' strengths and areas for development (in relation to the student's career interests):
   [rich text box]

Advisor comments: Overall progress, strengths, areas for development

Key Lessons Learned

- Regular data training for GFAs and DGSs
- Regular policy reminders for GFAs and DGSs
- Keep graduate programs informed re: Graduate School reminders to students
- Build student reminders sequentially, from friendly to firm:
  - By the way, remember to …
  - Please do this soon …
  - If you don't do this, a hold will be placed on your registration …
  - A hold has been placed …
  - You have been withdrawn
- Review program data (selectivity, yield, attrition, completion, time-to-degree, funding, student perceptions & suggestions, alumni perceptions) biennially with DGS.
- Require learning outcomes assessment from DGS biennially.